Paper Reference(s) BCD01
Pearson BTEC Tech Award Level 1/2

Child Development
COMPONENT 1: Children's Growth and Development
Pearson Set Assignment

June 2023

Time: 6 hours (approximately)

V76999A

Pearson

YOU MUST HAVE

Nil

YOU WILL BE GIVEN

Nil

INSTRUCTIONS

This assessment may be given to learners as soon as it is received. This assessment is for use with the May 2023 – June 2023 moderation series. Please refer to the Administrative Support Guide for further information and mark submission deadlines.

Instructions to Learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 supervised hours to complete.

This is divided into approximately:

- **1 hour to complete Task 1**
- **2·5 hours to complete Task 2**
- **2·5 hours to complete Task 3.**

These timings are for guidance only but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

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Instructions to Learners continued.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work MUST be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

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Instructions to Learners continued.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access, such as your own course notes and access to the internet to source visual assets. They cannot give you feedback about how to improve your work or guide you to solutions to any questions or problems in the tasks.

Vocational context

Understanding what affects how children's growth and development of skills and abilities is important when working with young children aged from birth to five years.

Tasks

Task 1 – Growth and development

Iqra is a THREE-MONTH-OLD baby.

You must produce a booklet on Iqra's expected growth and development. You have been given a list of expected milestones at different age ranges to help you.

Your booklet must include:

Part 1 – Development:

- **the expected milestones for her stage of PHYSICAL development.**

Part 2 – Growth:

- **how her growth would be measured and recorded**
- **what the role and responsibilities are of individuals involved in measuring and monitoring her growth**
- **why it is important to measure and monitor her growth.**

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1 continued.

Learning outcome covered

Outcome A: Understand the principles of growth and development

Checklist of evidence required

- A booklet based on the above context of approximately 5–6 pages of A4 or the equivalent number of pages in your normal way of working, images can be included.
- Subheadings for Part 1 and Part 2 should be used to structure the work.

Resources needed

List of expected development milestones for children aged 0–5 years – Appendix 1: Typical stages of development from birth to five years.

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1 continued.

Supervised hours to complete the task

You will need approximately 1 hour to complete Task 1.

(Total for Task 1 = 12 marks)

Task 2 – Children's development and factors affecting development 1

Read Case Study 1 in Appendix 2 and the information in Appendix 1: Typical stages of development from birth to five years.

Produce a written account on Alfie's development.

The account must include:

- **the expected milestones for his current stage of COMMUNICATION/LANGUAGE development**
- **the expected milestones for his current stage of EMOTIONAL development**
- **the next immediate milestones the nursery will be focusing on to support his progression in COMMUNICATION/LANGUAGE AND EMOTIONAL development**
- **the links between the current milestones and the future milestones of the two given areas, with reasons for your choices.**

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2 continued.

There are many different factors that affect children's development.

Use Case Study 1 on Alfie to select FOUR factors that will impact his overall development.

Produce a written account that includes:

- **how these FOUR factors can impact Alfie's overall development**
- **which of these factors may have the MOST influence on Alfie's development and why**
- **which of these factors may have the LEAST influence on Alfie's development and why.**

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2 continued.

Learning outcome covered

Outcome A: Understand the principles of growth and development.

Outcome B: Understand how factors impact on children's overall development.

Checklist of evidence required

- Two written accounts based on Case Study 1 of approximately 5–7 pages of A4 or the equivalent number of pages in your normal way of working.
- Subheadings should be used to structure the written account.

Resources needed

Case Study 1 – Appendix 2 and Appendix 1.

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2 continued.

Supervised hours to complete the task

You will need approximately 2·5 hours to complete Task 2.

(Total for Task 2 = 24 marks)

Task 3 – Children's development and factors affecting development 2

Read Case Study 2 in Appendix 2 and the information in Appendix 1: Typical stages of development from birth to five years.

Produce a written account on Freya's development.

The written account must include:

- **the expected milestones for her current stage of PHYSICAL development**
- **the expected milestones for her current stage of SOCIAL development**
- **the next immediate milestones that the nursery will be focusing on to support her PHYSICAL AND SOCIAL development**
- **the links between the current milestones and the future milestones, with reasons for your choices.**

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3 continued.

There are many different factors that affect children's development.

Use Case Study 2 on Freya to select four factors that will impact her overall development.

Produce a written account that includes:

- **how these FOUR factors can impact Freya's OVERALL development**
- **which of these factors may have the MOST influence on Freya's development and why**
- **which of these factors may have the LEAST influence on Freya's development and why.**

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3 continued.

Learning outcome covered

Outcome A: Understand the principles of growth and development.

Outcome B: Understand how factors impact on children's overall development.

Checklist of evidence required

A report based on Case Study 2 of approximately 5–7 pages of A4 or the equivalent number of pages in your normal way of working.

Subheadings should be used to structure the written account.

Resources needed

Case Study 2 – Appendix 2 and Appendix 1.

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3 continued.

Supervised hours to complete the task

You will need approximately 2·5 hours to complete Task 3.

(Total for Task 3 = 24 marks)

TOTAL FOR SET ASSIGNMENT = 60 MARKS

Appendix 1: Typical stages of development from birth to five years

For use with Tasks 1, 2 and 3

0–3 months

- stops crying when picked up
- infant reflexes – rooting and sucking, startle reflex, grasping reflex, walking reflex
- infant coos
- smiles at 6 weeks
- responds with pleasure to loving attention
- turns head to familiar adult voice
- recognises familiar routines
- shows enjoyment in caring routines
- increasing attention span
- cries in expressive ways for needs to be attended to
- enjoys being held
- lifts head and shoulders
- watches fingers move

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Appendix 1 continued.

- attracts attention of caregivers by crying, turning their head, smiling and giggling
- reflexes disappear
- as their needs are met babies develop a bond of trust with their carer.

6 months

- prefers to be near familiar caregiver
- babbling sounds
- recognises different emotions
- responds to pitch and tone of carer's voice
- sits with support
- recognises familiar objects and people
- distinguishes familiar people and strangers
- rolls and turns
- laughs and giggles
- weaning onto solid food
- vocalises in turn with an adult
- holds a toy in whole hand
- explores objects with hands and mouth.

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Appendix 1 continued.

9 months

- sits
- tuneful babbling – baba, dada, mama
- recognises and smiles at own face in a mirror
- wary of strangers
- may cry when familiar carers are not near
- drinks from a cup with help
- joins in actions of pat-a-cake
- looks for a dropped toy
- develops specific attachments to familiar people
- passes a toy from one hand to the other
- crawls
- enjoys peekaboo
- enjoys songs and rhymes
- stands.

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Appendix 1 continued.

12 months

- knows own name
- first words
- curious about what is around them
- walks with help
- enjoys interactive games like peekaboo
- picks up small objects with finger and thumb
- explores toys and objects
- imitates actions (claps hands, waves goodbye)
- independent in finger feeding
- understands simple words and two-word instructions
- points to things they want
- copies sounds.

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Appendix 1 continued.

15 months

- interested and watches other children playing
- beginning to develop independence from primary carer in relation to self-care routines
- first steps walking alone
- shows jealousy if adults give attention to other children
- grasps crayon in either hand
- vocabulary increases – usually names of familiar things and people
- scribbles with crayon.

18 months

- very curious
- walks steadily and stops safely
- understands ‘you’ and ‘my’ and ‘mine’
- knows names
- repeats what adults say

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Appendix 1 continued.

- remembers where things belong
- beginning to show empathy
- gestures
- understands more
- climbs stairs with hand held
- mood swings from dependence to independence
- can ride a balance bike and sit-and-ride toys
- can point to parts of the body
- says words
- imitates household tasks.

2 years

- recognises pictures in a book
- cannot wait for attention
- holds a chunky pencil or crayon
- tantrums if frustrated but can be distracted
- more independent
- walks up and down stairs one foot to each step

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Appendix 1 continued.

- joins two words together
- enjoys books
- toilet training
- can undress and dress with help
- runs safely
- enjoys simple make-believe play
- throws a ball
- says over 50 words
- demands needs are met immediately
- draws circles and lines that go up and down.

2 years 6 months

- knows own full name
- plays with other children
- develops self-identity
- learns new words rapidly
- jumps from a small step
- asks the name of people and objects
- copies lines

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Appendix 1 continued.

- tests boundaries set by adults
- says simple sentences
- says 200 words
- not sharing toys
- kicks a large ball without control
- eats with a spoon
- learning to cope with emotions and strong feelings.

3 years

- plays with other children
- walks on tiptoe
- can wait for needs to be met
- matches and names colours
- clear speech
- rides a tricycle using pedals
- asks why
- uses language to express feelings
- balances on one foot

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Appendix 1 continued.

- sorts objects into simple categories
- throws, catches a ball with arms stretched out and kicks a large ball with control
- uses personal pronouns and plurals correctly
- holds a pencil between thumb and two fingers
- more cooperative
- understands time passing – yesterday, today, tomorrow
- can make marks on paper to represent writing
- beginning to take turns
- uses language to make requests
- can listen to stories
- cuts paper with scissors
- can understand most instructions
- beginning to share toys.

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Appendix 1 continued.

4 years

- runs and avoids obstacles
- talks about past and future
- counts up to ten
- shows sensitivity to others
- confident and self-assured
- repeats songs and nursery rhymes
- some simple problem solving with toys and games
- can clean own teeth
- draws a recognisable person
- asks questions
- able to wash and dry hands and face
- likes to be independent
- holds a pencil like an adult
- able to feed self, dress and undress
- good balance when walking along a line

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Appendix 1 continued.

- turns to adults for comfort when hurt or ill
- sense of humour
- copies letters
- tells stories
- listens intently when interested.

5 years

- chooses own friends
- concentrates longer
- runs
- fluent speech
- close friendships
- recognises own name in books
- enjoys ball games
- understands social rules but may need an adult to sort out conflicts
- skips
- interested in reading and writing

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Appendix 1 continued.

- can understand complex instructions
- learns to cope with emotions and bounces back when disappointed
- writes own name
- enjoys team games
- understands need for rules
- good pencil control
- grammatically correct
- hops
- can do simple sums
- climbs
- can understand a wider range of vocabulary.

Turn over

Appendix 2: Case studies 1 and 2

Case study 1 for Task 2

Alfie is two years old.

Alfie's mother smoked throughout the pregnancy and he was born prematurely at 34 weeks. Alfie's mother is unemployed and finds it difficult to afford all the essentials. They live on the 10th floor of a block of flats and their flat is small and cramped.

Alfie's mother finds parenting stressful at times as she is on her own. She continues to smoke in the flat. Alfie has had repeated ear infections since he was born.

Alfie goes to nursery two days a week as the family receive childcare funding. He has a close bond with his key person and she shows him warmth and attention.

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Appendix 2 continued.

Alfie's mother takes him to a parent and toddler group at the local community centre one morning a week. Here Alfie enjoys playing in the role-play area and taking part in singing time.

Case study 2 for Task 3

Freya is four years old.

Freya lives with both parents and has a new sibling. Her father works full time and has to continue working in the evening. Her mother is on maternity leave and is busy looking after the new baby.

Freya has many toys and books at home and plays in her bedroom but she does not go out in the garden much. At the weekend her parents have more time and take her on outings.

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Appendix 2 continued.

Freya is able to help herself to food from the kitchen and most days has sugary snacks. She is overweight for her age and height.

END OF PAPER